

R E P O R T R E S U M E S

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PROPOSAL FOR A COLORADO SYSTEM OF COMMUNITY COLLEGES.

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COLORADO STATE DEPT. OF EDUCATION, DENVER

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THE COLORADO BOARD OF EDUCATION WILL SERVE AS THE STATE AGENCY IN COORDINATION AND REGULATION OF THE COLLEGES. WHENEVER POSSIBLE, HOWEVER, CONTROL IS TO BE LEFT WITH THE LOCAL COMMUNITY COLLEGE DISTRICT. THE STATE WILL BE DIVIDED INTO 16 DISTRICTS, INCLUDING ALL THE SCHOOL DISTRICTS OF THE STATE, AS LOCAL ADMINISTRATIVE UNITS. THERE ARE TWO QUALIFICATIONS FOR ESTABLISHING A COLLEGE WITHIN A DISTRICT--(1) THE DISTRICT MUST HAVE AN ASSESSED VALUATION OF AT LEAST \$75 MILLION AND (2) THERE MUST BE AT LEAST 600 STUDENTS ENROLLED IN THE 12TH GRADE IN THE DISTRICT. THE DISTRICT MUST HAVE ACQUIRED A SITE BEFORE FINAL APPROVAL. FINANCING OF THE COLLEGES' MAINTENANCE, OPERATION, AND CAPITAL CONSTRUCTION WILL BE DONE ENTIRELY BY THE STATE EXCEPT FOR STANDARD TUITION CHARGED THE STUDENT, PLUS AVAILABLE FEDERAL AND OTHER FUNDS. THE DISTRICT MAY LEVY LOCAL TAXES TO SUPPLEMENT THE BASIC OPERATION OR CAPITAL FUNDS IF NECESSARY AND DESIRABLE. GUIDELINES FOR PROGRAM, FACILITIES, PERSONNEL, SIZE, AND LOCATIONS ARE INCLUDED. A SUMMARY OF PLANS FROM 17 OTHER STATES IS INCLUDED. (HS)

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ED012604

PROPOSAL FOR A COLORADO SYSTEM OF COMMUNITY COLLEGES

UNIVERSITY OF CALIF
LOS ANGELES

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Colorado Department of Education
Byron W. Hansford, Commissioner

Division of Education Beyond the High School
George Hodson, Director

November, 1966

Approved by the Colorado Board of Education at its
November 14, 1966, meeting.

Draft #3.

AC 660 436

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Preface

It has become increasingly apparent in recent years that the development of community colleges in Colorado can no longer be left to chance; that in order for these colleges to be started and to flourish, some direction from the State level is imperative.

Of the seven colleges presently established, only one is in the area of the State where over half the population is, namely the Denver metropolitan area. This college, Arapahoe Junior College, is in its first year of operation in temporary facilities. The other six colleges (Lamar, Otero, Trinidad, Mesa, Northeastern, and Rangely) are in relatively thinly-populated, perimeter sections of the State. One additional college, Colorado Mountain College, has been approved to start operations in the fall of 1967; this, too, is in the thinly-populated central mountain region.

The basic decision to be made by the General Assembly is whether this State should continue in its community college development as we are and have been for the past forty-two years, or whether we should go into a State system of community colleges. We believe the latter to be the preferable direction.

With this in mind, the Colorado Department of Education and the State Board of Education have prepared the following proposal which should be coordinated wherever possible with a similar one from the Commission on Higher Education and the State Board for Vocational Education and presented to the 1967 General Assembly for its serious consideration.

Introduction

Certain basic principles of community college organization, development, and control must be established in proposing a State system of community colleges -- in Colorado as elsewhere. Lessons are to be learned from experiences of other states, both successful and unsuccessful; to that end, we have carefully examined state plans of many other states and have compiled digests of seventeen in Appendix A, attached.

Some principles and definitions that we have used in developing this proposal, arising from a digest of the best of these state plans, from the remarks of the four consultants who have been brought in recently (Dr. Bill Priest, Dr. S. V. Martorana, Dr. Leland Medsker, and Dr. Joe Cosand), from consultation with the State's community college presidents and Committee members, from an evaluation of the C. C. Colvert Plan of 1963, and from a great deal of research and study by present and past staff members of the Colorado Department of Education, are:

Definitions:

A community college is a unique, comprehensive, cohesive educational institution with an open-door admission policy and with excellence of education as its primary function.

Community colleges are locally-controlled colleges, involving the citizens of those communities whenever and wherever possible.

"Accessibility" is the key word in defining the placement, function, and development of these colleges.

Offering programs of education below the baccalaureate-degree level but above the high school level, the community colleges are educational institutions usually offering excellent counseling services plus education and training in three areas: Vocational-technical (or occupational), liberal arts (pre-transfer and general), and community service.

Fundamentally, the function of the community college is to extend and democratize educational opportunity for all citizens.

"F.T.E." means full-time equivalent students, the figure arrived at by adding all the credit hours taken by all students and dividing by 15 for an individual quarter, or by 45 for a full three-quarter year.

Principles:

New community colleges should be established by local initiative within the districts wherever and whenever it is deemed necessary in order to do the comprehensive job of serving the citizens of Colorado to the best advantage, even if there is another type of college in the area.

These colleges are to include vocational and technical (or occupational) education, pre-transfer (or liberal arts) curricula, and a community services program including adult education, cultural services, conferences, short courses, clinics, seminars, etc.

Community colleges should be located within commuting distance of all the citizens of Colorado.

The community colleges are to remain as institutions offering programs below the baccalaureate degree level.

Community colleges must not identify with either the high schools nor with the baccalaureate degree-granting institutions but should continue dialogues with both to promote articulation, with each college's identity and integrity as an institution guaranteed.

The Colorado Board of Education should extend the means, the leadership, and the prestige to its community college staff to provide the best possible community college system of any state in the country.

State reimbursement should be standardized for all the colleges and will be based on an annually-determined cost-per-Colorado-student amount.

Colorado resident tuition and fees charged by each college should be standardized to allow any person from anywhere in the State to attend any college with no penalty. Out-of-state charges are also to be standardized.

New colleges should receive special financial assistance from the State.

Provisions for existing community colleges becoming a part of the system should be made. A college may elect to become a part of the plan or not as its local Board sees fit. If it joins, it should receive full benefits under the plan; if not, it will continue as at present.

If a college elects to join, it should automatically become a part of the new district; if not, the district should be formed without it. Committee members of existing colleges should serve out their terms in either case.

The State should make provisions for paying off the outstanding bonded indebtedness of any existing college which becomes a part of the plan.

Guidelines for program, facilities, personnel, size, locations, etc. should be provided by the Colorado Board of Education.

Legally, these colleges should be known as "community" colleges.

Other than the study of seventeen other states' plans which has been made, the consultations with State and national experts which have been carried on, the consideration of the existing colleges' administrations and boards which has been given, and the coordination with other State agencies which has been carried on, a continuing consultative process with a variety of individuals, groups, and agencies must be maintained in working out the implementation

of the foregoing and of all the details now included and yet to be devised by the Colorado Board of Education and the Colorado Department of Education.

If there is more than one college in a district, both colleges will be operated under the control of the district Board of Directors, but each will have a completely separate administration; if found desirable, some sharing of certain personnel, facilities, program, etc. may be done from time to time.

The State government should be responsible for the supervision and regulation of community colleges, but the community college should be locally controlled. An agency at the State level, the Colorado Board of Education, should provide this supervision and regulation and should provide for the orderly development of the system of local community colleges. Areas of supervision, regulation, and control should be delineated at both levels.

Individual community colleges should be responsible to the Colorado Board of Education for approval and accreditation.

The district for local control (and support, if necessary and desirable) should conform as closely as possible to the area from which the student comes.

A state plan for supporting community colleges should be based on a definition of need which emphasizes primarily the educational needs of the population to be served rather than the assessed valuations. Financing of the colleges' maintenance, operation, and capital construction should be done entirely by the State except for standard tuition charged the student, and available federal and other funds.

Community colleges should be located where they will enroll a sufficient number of students to permit the development of comprehensive curricular programs. Colleges which are very small will not be able to provide such programs. An early potential enrollment of 600 full-time (or full-time equivalent) students seems to be essential for the development of a comprehensive program.

Additional background material provided by the Colorado Commission on Higher Education:

"...the proportion of Colorado young people who attend junior colleges among all the public colleges in the State has not increased in twenty years. Enrollments in public higher education multiplied by five times during this period. Throughout the country, state after state is building community college systems, and progressively larger proportions of all college students are to be found in the two-year institutions. Colorado in this respect is falling farther behind.

"From the standpoint of the employer, industry will locate itself where the needed manpower can be made available. Studies indicate that available manpower is a far more important factor in determining industry location than taxes and in most cases, even more important than transportation. The fact is that, especially

in manufacturing industries, Colorado at this time lacks the training facilities to turn out employees with requisite knowledge and skills in a great many fields.

"...for economy's sake it will be necessary to plan for the more expensive, more specialized curriculums at selected community colleges only, and in these cases to bring the student to the curriculum."

In arriving at a plan for junior college development in the State, several considerations have been made which are related to the history and the current direction of the development of these colleges nationwide and in Colorado: the geography, highways, and population distribution in Colorado, the financial resources of the State, and the current trend of leadership and development in the United States.

The State regulatory and coordinating agency:

"The Colorado State Board of Education believes that some type of post-secondary education...should be almost universally available to the people in the State... Since the experience at the junior college level should be nearly universal, we feel that the supervisory function is properly placed with the State Board of Education.

"The community junior college is neither an extension of secondary education nor is it a part of the higher education complex; but rather, it is a unique institution designed to answer specific purposes and needs not met elsewhere. Much of the unique function of this institution is connected with vocational-technical education, and it is becoming more apparent that specialized vocational education is more effective at a post-high school level. Experience has shown that, in general, separate vocational-technical schools have seen the need for a broader program similar to that of the comprehensive junior college. The combination of these functions, which necessarily should include a combination of the supervising agencies, provides the additional types of educational opportunities and experience necessary.

"At the present time it is our feeling that the supervision of the junior college program is properly placed with the Colorado State Board of Education. We would not, however, be unalterably opposed to the transferring of this function to some other agency if it enabled the junior college to flourish in its own right as a unique institution answering the demands of adult, vocational-technical, pre-professional, and general education. As recorded in the minutes of the Colorado State Board of Education in September, 1963: 'The Board reaffirmed its belief that the logical place for junior college supervision is under the State Board of Education, but took the position that if the Legislature wishes to embark on an active program under a different

agency, the Board would lend its support, as its interest is in getting the needed schools started -- not with who supervises them." ^{1/}

Scope of the community college:

We believe that the comprehensive community college, if it is properly organized and conducted, can do the job of training and educating in the technical and related areas of instruction much better than either the technical institute or the secondary school -- because general education and basic college-level sciences and arts courses are available. The two-year Associate in Arts nursing program is a good illustration. Here, this program carried on in a community college has proved to be most satisfactory because of the college environment and because these students can take their basic science and general education with other college students rather than in a strictly clinical situation. (Reference here, of course, is made to the contrast with the hospital diploma programs, not with the university degree programs in nursing.)

The Proposal

Community college districts and criteria for establishing new community colleges:

Sixteen community college districts should be established, based on school district boundaries as described in Appendix C to this report. Because there will be sixteen community college districts does not necessarily mean there will be sixteen community colleges. Some districts may have more than one; some may have none for a time.

These districts should serve as the base for local control and administration for any community colleges now existing (note option explained below on p. 10) or to be established within those boundaries. These boundaries may be changed as need arises, but only by the Colorado Board of Education.

Before any new community college can be established within a given district, the following legal criteria must be met:

1. The district must have at least 600 high school seniors enrolled in school at the time a proposal is made. These may include those actually enrolled in twelfth grade and those who have finished the eleventh grade and are under 21 years of age and who have not completed high school; they must live in the district or be on active duty in the military.
2. The assessed valuation of the district must be at least \$75,000,000 by the latest figures available at the time a proposal is made.

^{1/} From a letter addressed to the Honorable Richard Gebhardt, written by Dr. Byron W. Hansford, Commissioner of Education, July 29, 1966, p. 2.

3. The district must have a satisfactory site for the college available and either purchased or arrangements made for its acquisition before final approval is made.

Certain flexibility of the above may be allowed by action of the Colorado Board of Education if determined as necessary and desirable.

The Board of Directors:

A seven-man Board of Directors will be elected at-large for four-year staggered terms from among the registered voters of each of the proposed sixteen districts within 120 days after the new law may become effective.

This Board will organize itself, define the seven director districts for future elections (using the one man-one vote principle as nearly as possible), and launch upon a feasibility study for the possible establishment of a community college(s) within the district boundaries. When completed, this feasibility study will be presented to the Colorado Board of Education for approval. When approved, the college is automatically and officially established.

In the case of those districts having a community college(s) already operating within their boundaries, the same above procedure will be used whether the college elects to become a part of the State system or not. An exception would be that, if the existing college Committee elects to join the State system, the Committee of that institution will serve as the district Board of Directors until the new Board is duly elected. The Committee members of the existing college are, of course, eligible to stand for election to the new Board of Directors.

No member of a Board of Education controlling a school district will also be a member of a community college district Board of Directors.

Regulative, controlling, and coordinating powers of the Colorado Board of Education and the community colleges' Boards of Directors:

In general, the Colorado General Assembly charges the Colorado Board of Education with the responsibility to provide a State system of community colleges and also gives that Board the authority to devise rules, regulations, and formulas and to delegate controlling functions to each of the sixteen Boards of Directors as necessary to implement these responsibilities.

Specifically, the following are indications of the types of activities to be carried on by the State Board and by the Boards of Directors:

1. In the case of the Colorado Board of Education, this body will set policy relative to such matters as
 - a. Changing district lines when found necessary and desirable.

- b. Approving district proposals for sites, for locations, for capital budgets, for annual operating budgets, new curricula (jointly with Commission on Higher Education), for establishment of colleges after feasibility studies have been made by the local districts, and for approving salary schedules of the colleges.
- c. Establishing guidelines for curriculum development, instruction, capital planning and construction in the colleges; for statewide planning and coordination of the State system; for Colorado Department of Education accreditation and regular re-accreditation of the colleges; for articulation procedures for local college personnel to assure that maximum freedom of transfer between community colleges and baccalaureate degree-granting institutions be available and consistent with minimum admissions policies.
- d. Conducting, in cooperation with the community colleges, continuing studies of student characteristics, grading policies, admission standards to programs, qualification of faculties, and other facets of community college education.
- e. Providing the financing for feasibility surveys, for Board of Director elections; receiving, administering, and disbursing all State aid for community colleges, and developing formulas for these as needed; receiving enrollment reports as verification for State aid purposes.
- f. Insuring that the open-door admission to the colleges is maintained.
- g. Assisting, in cooperation with other State agencies, in planning the allocation of all federal funds not accruing directly to the colleges.
- h. Determining annual State support levels for the maintenance and operation of the colleges; establishing standard fixed tuition and fee charges for the college annually; and establishing the maximum proportion of out-of-state students to be admitted.
- i. Providing for the establishment and operation of a Community College Council advisory to the Division of Education Beyond the High School, the Colorado Department of Education, and the Colorado Board of Education. This Council should be composed of the presidents of all the community colleges, the presidents of the community college district Boards of Directors, with the Director of the Division of Education Beyond the High School serving as ex officio chairman.

- j. Preparing a report annually to the Legislature, to the Commission on Higher Education, and to the public generally on the status of community college education, its problems, needs for improvement, and projected developments.
 - k. Making additional appropriate rules and regulations for carrying out the general and specific powers of the Colorado Board of Education.
2. In the case of the district Boards of Directors, this body will set policy relative to such matters as
- a. Selecting of administrator and staff.
 - b. Preparing of operating budgets.
 - c. Approving of instructional standards, student activities, and other matters relating to instructional and student affairs, including admission standards to particular programs.
 - d. Initiating of proposals for new programs of instruction and of student and public service; of proposals of campus sites, building plans and capital budgets.
 - e. Administering of the college within the framework of State statute, local policy, and the State System of Community Colleges.
 - f. Providing for election of its seven-man membership by the registered voters of the district.
 - g. Allocating distribution of student fees for college(s) in its district.
 - h. Initiating proposals for setting up possible extension centers in the district.
 - i. Levying taxes on the taxable property of the district if any such taxes are found to be necessary or desirable for special features of operation, maintenance, capital construction, and site acquisition beyond the base provided by the State.
 - j. Other matters delegated by the Colorado Board of Education.

Financing the colleges:

An appropriation from the General Assembly will be requested annually by the Colorado Board of Education to cover the necessary, basic, and approved costs of maintenance, operation, and capital construction for all the established and operating community colleges under the State system.

For operation and maintenance, the colleges will be reimbursed from the State General Fund for the pre-determined cost-per-Colorado-student-per-year after the Colorado resident tuition has been deducted. The individual districts' M and O budget requests will be based on a pre-determined and approved estimate of F.T.E. Colorado resident students anticipated for the following college year.

It is presumed that the individual colleges will then supplement this base figure with the tuition and fees charged students, by other State assistance from the Colorado Board for Vocational Education, from various Federal project funds, from out-of-state tuition, from gifts, grants and endowments, rentals, etc. In addition, if a district feels it is necessary and desirable to supplement all of the above for either capital construction, further land acquisition, or maintenance and operation costs, the Board of Directors of that district may levy a tax on the taxable real property of the district. (This should not be necessary, however, except in rare instances. Other sources of income should provide a sufficient base to build, operate, and maintain a quality community college.)

For capital construction, and for the educational and physical planning thereof, the colleges will be reimbursed from the State college construction fund for all costs other than that provided by the Federal government under the Higher Education Facilities Act of 1963. (These Federal funds will normally account for approximately 40% of the total costs.) State funds will be requested by means of the present system, coordinated with the Commission on Higher Education, approved or modified by the Colorado Board of Education, and other necessary agencies, and made a part of the over-all request for capital funds at each General Assembly.

The only financial obligation of the several community college districts will be to provide an adequate site for the college(s). No State moneys are to be used for this purpose. Sites may be obtained by any legal means, however, such as by gift.

Tuition and fees charged all students are to be fixed and standardized for all community colleges annually by the Colorado Board of Education.

New community colleges will receive a flat amount extra of \$35,000 per year for the first two years of operation. This will help to pay the extra costs involved in starting a new operation. The same amount should be made available to newly-authorized colleges for one organizational year prior to operation, if they desire and require such assistance.

The State will provide the financial help needed to conduct feasibility studies in the district and to conduct the original Board of Directors election.

Any general obligation or lease-purchase bonded indebtedness outstanding in the existing junior college district will be paid off by a special appropriation of the State General Assembly at the rate of annual appropriation of \$250,000 as needed. The new district will assume the responsibility of any outstanding revenue bonded indebtedness. The colleges will severally agree to continue to pay off these latter obligations from revenue from the facilities, however.

The high level of State support for Colorado's community colleges should serve as an incentive to the districts to provide colleges where needed and ensure these colleges of being among the very best in the nation. Possible added local tax moneys, tuition and fees, State vocational funds, combined with federal funds, can put the support level high enough to attract the best teachers and administrators, provide the best educational program for students, and give the finest facilities available anywhere in the nation.

Provisions of existing junior colleges:

The existing eight junior colleges (including Colorado Mountain College, which is authorized but not yet operating) will have the option of immediately becoming a part of the Colorado System of Community Colleges or of remaining as they are. This determination will be made by the college Committee.

If they remain as they are, they will continue to receive the present \$500 per F.T.E. Colorado student per year.

If an existing college Board of Directors decides to become a part of the new community college district, the following will take place:

1. The existing junior college district Board of Directors will divest itself of all governing and control powers, transferring these to the new community college district (when the new Board of Directors is elected within 120 days of the effective date of the System).
2. An election will be held to elect a new seven-member Board of Directors for the community college district, as provided in paragraph 1, p. 6, above under "The Board of Directors."
3. The Board of Directors controlling the present district agrees to continue to govern the junior college if and until the new community college district Board has been duly elected and sworn in.

Guidelines

In addition to the legal criteria for establishing a college noted above, we feel that the Colorado Board of Education and districts planning the establishment of community colleges should have some additional guidelines or points of consideration in helping them to determine standards. The following are therefore submitted in that light:

1. A site of at least 100 acres should be available if the college is to be established in other than an urban area. If in an urban area, a good community college can be established on a city block or less with the proper facilities provided. Whenever possible, though, a large area should be provided.
2. The site should be in or near a logical population center where commuters will have a minimum amount of travel from all parts of the district.
3. Some assurance that the starting enrollment will be at least 600 students.
4. Though the presence of one or more four-year colleges, public or private, in the district should in no way be a deterrent to establishing a junior college in the district, evidence that these exist is important to know. Their size, their orientation, their location, and their willingness to cooperate are considerations. The presence of public vocational, technical or trade schools in the district should also be a consideration.
(Note: Whenever possible, it would be desirable to incorporate these technical or trade schools into the organization of a community college, thereby helping to make these institutions into true, comprehensive community colleges.)
5. Evidence that quality facilities will be provided. It is desirable that a community college start in quarters, though temporary, that are for the exclusive use of the college. This does not preclude the joint use of expensive equipment and/or plant. If temporary, plans should be presented for the early provision of good, permanent physical facilities. These should include the following as a minimum:
 - a. Library which can seat one-tenth of the student body, has a beginning inventory of 10,000 volumes, and plans for rapidly accelerating the collection to at least 20,000 volumes.
 - b. A general classroom building and administrative quarters.
 - c. A science facility having adequate laboratories, storage, utility, preparation, classroom, and office space.
 - d. Technical education building. (Not a must if technical education laboratory facilities are available elsewhere on or off campus.)
 - e. Student Union facility with food services, bookstore, student government and activities, offices and meeting rooms.
 - f. Physical education plant providing means for both indoor and outdoor physical education, intramural athletics, and recreation.

- g. Parking space for faculty, staff, and commuting students and guests.
 - h. Individual, private or semi-private, faculty offices.
 - i. Quarters for a good counseling program.
 - j. A theatre-auditorium for college and community use.
6. Provision for a variety of programs to serve as many college-age and adult students in the area as possible: a quality, transferable, pre-transfer liberal arts program; a good technical and vocational (or occupational) education program; a community services program including general and specialized work for adults.
 7. In thinly-populated areas of the State, provision for housing the residential students. In the more heavily-populated areas, however, the colleges should be planned as purely commuter schools with no housing provided by the college. (The urban area ought to be able to provide private housing for those coming from distances for special programs at these schools.)
 8. As a good guidance-counseling-advising program is at the heart of a quality community college, provision should be made for such a program.
 9. Provision for employing quality instructors, administrators, and staff employes at the best possible salaries. Also, provision for the means for these people doing a top-notch job in the way of equipment, materials, facilities, and working conditions generally. They should be full-time professionals who are fully oriented to the comprehensive community college concept of instruction and who are cognizant of and appreciative of their role in this unique college. Some part-time instructors can and should, of course, be utilized in the instructional program.
 10. Provision for some system of merit pay other than the traditional academic ranking system.

Other Considerations

Legally, these colleges should be known as regional "community" colleges and that the name "junior" be deleted from consideration. This does not preclude an individual college from calling itself "----- Junior College" if it desires.

Priority in approving new colleges within the established community college districts should be given to the areas that are presently the dense population areas and to those which have shown indications of rapid growth. These areas are as follows:

Dense population districts are Nos. 2, 4, 5, 12, 13, 14, 15 and 16.

Rapid growth centers, as determined by the Division of Organization and Management, are Cortez, Montrose, Rifle, Fort Collins, Boulder, Longmont, eastern Jefferson County, western Arapahoe County, western Adams County, Pueblo and Colorado Springs.

The actual priorities should be worked out jointly by the Colorado Commission on Higher Education and the Colorado Board of Education.

Finally, in further justification of establishing a State Plan, reference to the compilation of seventeen state plans in Appendix A is made. It will be noted that fifteen of these plans endorse the idea of a state plan for organizing, developing, and servicing regional community colleges. We feel that only in this way can Colorado move ahead and assume its rightful role in the tremendous national movement in community college development in progress now.

Needed Legislation

Legislation needed to implement the above recommendations would include the following:

1. Establishment of the plan in Appendix C for the forming of community college districts as the Colorado System of Community Colleges, including the means of enlarging the present districts.
2. Setting up of criteria for the approval of a community college capital funds outlay as follows:
 - a. The district must provide a site. This site should be approved in size, location, access, availability of utilities, etc. by the Colorado Board of Education.
 - b. The district should have a master plan for building and site development, approved by the Colorado Board of Education.
 - c. The college must be a part of the Colorado System of Community Colleges in order to receive any capital funds.
3. Determining respective roles, powers and functions of State and local boards, as outlined on pages 6-8 above.
4. Providing means of expediting the transition of existing community colleges into the Colorado System of Community Colleges as noted on page 10 above.
5. Providing for standardization of tuition and fee charges for community colleges.

6. Adopt the financing plan for all System colleges as outlined on pages 9 and 10 above.
7. Providing for all existing junior colleges, including Colorado Mountain College, and all community colleges in the System, to remain as two-year community colleges. Statute should prohibit their becoming four-year, baccalaureate degree-granting colleges.
8. Outlining the philosophy and scope of the community college as presented in the foregoing plan, especially in the Introduction.
9. Establishing the Colorado Board of Education as the State regulatory and coordinating agency.
10. Providing funds for the Colorado Board of Education to use in administering elections and feasibility studies within proposed community college districts.
11. Providing for the local district controlling agencies to be named "Board of Directors."
12. Providing especially for Rangely College's situation in means and method of joining the System if desired.

Miscellany

1. Emphasis on new State System community colleges should be on them as commuter institutions.
2. No new public community colleges should be established except those meeting the standards in these recommendations.

APPENDIX A

Resums of Certain State Plans for the Development of Community Colleges

OREGON

Report of the Legislative Interim Committee on Education (Nov., 1962)

1. Department of Education in 1961 anticipated development of 12 - 14 intermediate centers by 1971. Five centers operating in 1962-63; 2 or 3 more expected. Financial support, 2/3 of total costs. Closed-end budget with fixed dollars available, no matter how many colleges or students.
2. No state plan as such for establishment of centers but may be organized at will by districts — extended secondary when offering only vocational-technical curricula.
3. Area educational districts are formed by several districts for purpose of operating a community college.

Delineation of the Community College's Place in Oregon Education (1965)

1. The community college should have a broad concept of program and function, envisioning an opportunity for meeting the educational needs of every person in the state at this level of instruction, according to his own interests and abilities.
2. The State Department of Education, through the State Board of Education, the Superintendent of Public Instruction, and supporting staff, should provide leadership for the orderly development of the community college program, including provisions for continuous study.

NEW JERSEY

Education Beyond High School: The Two-Year Community College, State Board of Education (January, 1961)

1. State should plan the establishment and supervision of public two-year community-oriented colleges to meet the educational needs that will neither be met by the expansion of the existing State-supported colleges nor by expansion of private colleges.
2. They should be known as "County Colleges."
3. Establishment of any County Colleges will depend upon local initiative and by petition to the State Board. Funds for capital outlay should be provided by both State and County.
4. Funds for operation should be provided by the State, the County, and the students.

MISSISSIPPI

Information for Support, Capital Outlay, and Legislation of the Mississippi Public Junior Colleges ()

The State of Mississippi (Department of Education) has set up junior college districts by counties or combinations of counties, mostly the latter. Most of these districts have established one or more junior colleges and/or Vocational-Technical Center. State supports and State Department of Education supervises these districts. It also handles legislative matters, financial distribution and consultative services for the colleges.

OKLAHOMA

Higher Education Opportunities and Needs in Oklahoma: Self-Study of Higher Education in Oklahoma - Report 7, p. 71 -- (September 1965)

This study points out that the State's two-year colleges are located in geographically remote and sparsely populated areas, whereas the great majority of its high school graduates are being produced by a relatively few urban high schools. (Comparable to Colorado.)

A major recommendation of the study was to propose that the State move at once towards a plan which would guarantee equality of opportunity to the high school youth now living in its larger population centers, namely in the Oklahoma City and Tulsa areas.

A second major recommendation was that a cooperative approach be made to study and plan in the areas of technical and vocational education (public school education, vocational education, and higher education) in order to provide for the orderly integration of technical and vocational education into the mainstream of the educational system.

CALIFORNIA

A Consideration of Issues Affecting California Public Junior Colleges (April, 1965)

1. The junior colleges of California have grown from the energies, aspirations, and resources of local communities. The State clearly reserves the right to itself, however, of determining the conditions under which junior colleges might be formed, programs they may offer, and the means by which they could be financed. But, determination of local citizens is still essential to their establishment. (p. 13)
2. Distribution of authority is complex. (p. 13)
3. Informally, there has existed a sharing of responsibility (local district and State). Now a greater move towards autonomy of operation as independent junior college districts. (p. 25)
4. At the State level it has been the Legislature's responsibility to establish statewide policies for the governance of the junior colleges by local boards and to designate those State agencies responsible for seeing that these policies are carried out and for serving the local districts. (p. 28)

5. Distribution of authority within the State agencies is very loose and complex. Bureau of Junior Colleges lacks prestige and staff to coordinate all these agencies: Finance Department, Coordinating Council for Higher Education, Department of Public Works, Office of the Legislative Analyst, California Scholarship Commission. California's junior colleges have flourished more than any other state's but probably in spite of this looseness of authority and coordination. (p. 22)
6. (Council) recommends that all areas of the State be placed immediately in junior college districts.... (p. 69)
7. Legislative Analyst recommends that a separate State Board for Junior Colleges be created to assume all powers and duties now assigned to the State Board of Education. (p. 70). (Three models given as to how this would operate.)

ILLINOIS

A Master Plan for Higher Education in Illinois (July, 1964)

Recommendations:

1. Illinois Junior College Board.
2. State system of junior colleges, each to be locally administered and initiated under the general supervision of the Illinois Junior College Board.
 - a. Population of 30,000
 - b. Assessed valuation of \$75,000,000
 - c. 3 counties, or an area that will produce an enrollment of 1,000 full-time students within 5 years except in Chicago area where 2,000 will be the criterion
 - d. Facilities to accommodate at least 1,000 students
3. Powers of local boards -- all generally except those reserved to State Board.
4. Powers of State Board (subject to Board of Higher Education).
 - a. Recommend geographic location and site
 - b. Review all major programs of education
 - c. Review all building plans and capital budgets to determine proportion of cost to be paid by other than local district
 - d. Review all operating budgets to determine unit costs and state aid
 - e. Require a comprehensive program
5. Discourage junior colleges from attempting to become four-year degree-granting schools.
6. Existing junior colleges retain their existing status without penalty but all transferred to new System.
7. Separate two-year colleges from common school system (reasons given) but retain local governance and control. (pp. 45-52)

KANSAS

Kansas Plans for the Next Generation (November, 1962)

In general, consolidating all higher education under one Board of Regents. Public junior colleges are supervised by the Department of Public Instruction. Most are equivalent only to grades 13 and 14, tied to local districts; many are colleges in name only.

Recommendations:

1. Re-established under separate local boards and operated under general supervision of (State) Board of Regents.
2. Develop a plan to be worked out by Board of Regents in cooperation with State authorities.
 - a. Plan necessary legislation
 - b. Provide larger junior college districts
 - c. General upgrading of tax base, tuition policy, curriculum, programs, basis for State aid, etc.
3. Coordinated by a President of a Junior College Council made up of administrative heads of junior colleges who would be responsible to Board of Regents for the general supervision and upgrading of the junior colleges. (pp. 6, 12-13)

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Principles of Legislative Action for Community Junior Colleges (1962)

1. Community junior colleges should be established in accordance with an over-all state plan for higher education which provides for diversified education programs and a geographic distribution of opportunity.
2. A local community junior college should be established only subsequent to a survey which will determine the relationship of the proposed district to the state plan and the readiness of the proposed district to accept its share of responsibility.
3. The Legislature should establish a state agency with responsibilities for approving the establishment of a community junior college in accordance with a state plan and which has over-all supervisory authority.
4. The control of a community junior college should be vested preferably in a local board whose sole responsibility is the operation and management of the college.
5. Community junior colleges should have assurance of continued financial support with a minimum tuition burden on the student and with a division between state and local support in keeping with the general fiscal pattern of the state.
6. The program of community junior colleges should contribute to meeting the diverse post-high school education needs of the community and the state.

7. The organization, operation, and control of community junior colleges should reflect both a recognition of the institutional integrity of the college and its coordinate relationships with other educational levels within the state.

For suggested legislation for a state plan, refer to
Suggested State Legislation - Vol. XXIV, 1965, The
Council of State Governments, 1313 East 60th Street,
Chicago, Illinois 60637, January 1965, pp. 69-75.

On the following page is a summary of steps leading to the sound establishment of a community junior college. This is an excerpt from the AAJC publication "Principles of Legislative Action for Community Junior Colleges", 1962 (p. 9).

**SUMMARY OF STEPS LEADING TO
THE SOUND ESTABLISHMENT OF
A COMMUNITY JUNIOR COLLEGE**

STEP 13	Enrollment of Students
STEP 12	Organization of the Community Junior College: Appointment of the President, Site Acquisition, Curriculum Development, Staff Selection, Receipt of State and Local Funds
STEP 11	Election or Appointment of Local Board of Control
STEP 10	Acceptance of Plan Through Affirmative Vote of Local Electorate
STEP 9	State Approval of Local Plan
STEP 8	Request for State Agency Approval of Local Plan
STEP 7	Report of Local Survey Recommendations
STEP 6	Initiation of Local Surveys
STEP 5	Enactment of State Enabling Law for the Establishment of Community Junior Colleges, Including Plan for Organization, Financing, Operation, and Type of Control
STEP 4	Adoption by the Legislature of the State Master Plan Recommendations
STEP 3	Report of the Study Commission received by the Governor and/or Legislature
STEP 2	Appointment of the Study Commission and Professional Survey Staff
STEP 1	Authorization by the Legislature of a Study of the Higher Education Needs of a State

NEW YORK

The Regents Statewide Plan for the Expansion and Development of Higher Education, 1964 (April 1965)

The State University of New York has general responsibility, under the State Education Law, for the state-level supervision of the public community colleges. Though generally supervised by the State University, the community colleges in some respects are autonomous and independent of the State University. Local governmental agencies sponsor these institutions and provide local tax funds to help support them. In most instances the sponsors are County Boards of Supervisors. Within the program of the State University, the educational operations and policies of the community colleges are, however, set by their own institutional boards of trustees. Each board has nine members, four appointed by Governor and five by the local sponsoring agency. (p. 6)

OHIO

Provisional Master Plan for Public Higher Education in Ohio (April 1965)

1. Community colleges should be established to serve an area with a population of 100,000 or more persons. Such community colleges should be established where other institutions of higher education are not available or are inadequate to meet the total enrollment demand or diverse needs of a county or of contiguous counties.
2. Community colleges should be planned to have a minimum full-time equivalent enrollment of 1,000 students. (p. 111)

RHODE ISLAND

Higher Education 1959-1980 Rhode Island (February 1959)

The Commission to Study Higher Education recommends:

1. The State should plan the establishment of community colleges to meet the educational needs that will not be met by the expansion of the State's privately-supported colleges or by the expansion of the two State-supported colleges under action taken in other recommendations. These colleges should:
 - a. Be developed to provide education over home for the expected increase in numbers of our youth
 - b. Be charged with developing broad diversified programs for two years beyond high school, including vocational and technical programs and a liberal program which will parallel the first two years of a four-year college
 - c. Be charged with part of the responsibility for providing programs of adult education and community services as needed by the people of the state
 - d. Provide guidance and counseling services to encourage each person to study those subjects most appropriate to his abilities and interests
 - e. Be established in orderly fashion according to a priority system, and in keeping with sound planning and feasible financing
 - f. Be governed by the Board of Trustees of State Colleges as part of a unified system of publicly supported higher education
 - g. Be established and supported by State finances

PENNSYLVANIA

Guidelines for the Establishment of Public Community Colleges in Pennsylvania (April 1965)

1. State planning should involve all phases of higher education together, not isolating community colleges.
2. Adequate financing must be available to provide assurance of quality.
3. Scope of curriculum must be suited to the needs of youth and adults in the region to be served.
4. Uneconomical, small units must be avoided unless youth in these areas aren't being served otherwise.
5. The mere fact that a city, county or region already has one or more colleges cannot be accepted as conclusive evidence that a community college is unnecessary.
 - a. Room?
 - b. Cost?
 - c. Admissions policy?
 - d. Curricula appropriate?
6. Local sponsors of community colleges should provide ~~proof~~ of need.
7. Must avoid duplication by community colleges and university extension centers, or by technical institutes, etc.

The only way to assure the above objectives is through state-wide planning. When such a "master plan" for community colleges is completed, its findings will guide and govern the development of these institutions within the State. (pp. 6-9)

Discernible trends in Pennsylvania community colleges:

1. Becoming more comprehensive; new ones almost always comprehensive type.
2. Moving away from secondary school influence and towards recognition as institutions of higher education.
3. Towards larger districts, broader tax base, separate Board -- toward the community college district as a political entity in its own right, with taxing power and control. (National trend also.)
4. Greater emphasis on statewide planning with the ultimate objective that a community college opportunity will be available within reasonable commuting distance for all youth.
5. Available, inexpensive, accessible to as many youth and adults as can profit. (pp. 3 and 4)

Pennsylvania (continued)

Elements of a Master Plan for Higher Education in Pennsylvania (Dec. 31, 1965)

1. When two-year campuses are established, their operation should be in accordance with a well-laid-out plan for the particular community involved, approved by the State Board upon recommendation of the Council of Higher Education. Strong coordination and control maintained by a higher educational planning body responsible to all the people of the Commonwealth, not just to one institution or a group of local citizens or educators, can assure quality programs at necessary places.
2. The Panel suggests that the State Board through the Council of Higher Education be assured before approving the establishment of two-year institutions, off-campus centers, or branches, that they will:
 - a. Provide adequate libraries, faculty, advisers, opportunities for student activities, facilities
 - b. Be subject to periodic program review by representatives of the State Board and the Council of Higher Education
 - c. Be authorized in new locations only after State Board and the Council are convinced that the student potential for the next five years is sufficient, and that local financial support for operations and construction will be substantial and continuing. It should be the responsibility of the local communities to present proposals for the State Board and Council for new institutions. (pp. 49-55)

CONNECTICUT

Higher Education in Connecticut: Report of Survey. Vol. I. Working Papers (December 1964)

1. Board of Education of any one or more towns may maintain a post-secondary school(s) upon approval of referendum by a majority of voters. The courses offered shall be those customarily provided during the first two years of college. Before establishing such a school, the Board shall secure a license for a junior college from the State Board of Education. All such post-secondary schools shall meet the requirements of the State Board of Education for accreditation, etc.
2. No State assistance is provided.
3. High tuition.
4. No State indication of the necessary requirements for establishment.
5. All operate in facilities shared by other schools (afternoon and evening only). (pp. 371-373)

HAWAII

Feasibility of Community Colleges in Hawaii (February 1964)

1. A community junior college system is desirable only if it has been carefully planned and developed to meet genuine educational needs.

Community colleges will be little more than expensive white elephants if . . . they are scattered promiscuously over the land in response to political whims or social pressures.

2. Hawaii's proposed system:

- a. Statewide, but varied local campuses
- b. Board of Regents of University of Hawaii to be only administrative agency
- c. Public technical schools be converted into community colleges
- d. Local advisory committees to local administrators -- and to Board of Regents (pp. 80-87)

NORTH CAROLINA

The Report of the Governor's Commission on Education Beyond the High School (1962)

1. "From the beginning of our study, we were convinced of the necessity for statewide planning and coordination of higher education. We continue in that conviction.... The development of the system of public higher education must be planned and its functioning must be coordinated, while leaving to the institutions the maximum possible initiative and freedom of operation." (p. 41)
2. Changes:
 - a. Re-constitute Board of Higher Education to make it more effective.
 - b. Establish a Council of State College Presidents (University, State College, and Community College presidents) (pp. 41-47)

MARYLAND

Public Higher Education in Maryland 1961-1975 (June 1962)

1. The Commission to study future of higher education in Maryland has recommended the establishment of a tri-partite system of institutions: a State University, a State College system, and a continuance of the community college program under local control (school district) but with continuing financial assistance from the State.
2. To provide an orderly framework and coordination, the State must of necessity have an organization to operate -- an Advisory Council for Higher Education, including private colleges.
3. "... the task of building a first-rate system of public higher education in Maryland can only be accomplished if educational officials are left free to manage the internal affairs of public institutions of higher learning. For the business of governing public colleges and universities requires the continuous, experienced and perceptive scrutiny of lay boards of trustees, as well as the day-to-day attention of skilled college administrators. Ultimately it is these officials -- alone among state administrators -- whom the community will hold accountable for the success or failure of public higher education in Maryland. If college officials are to discharge this public trust, their authority over the institutions they represent should be commensurate with their responsibility." (p. 53)

- A. Community colleges are under the general supervision of the State Board of Education and the State Department of Education. (pp. 51-53)

IOWA

Resources and Needs for Higher Education in Iowa... 1960-1970 ()

1. Study recommendations:

- a. State Legislature authorize the establishment of regional community colleges as the best means of relating education beyond high school to the manpower problem in Iowa.
 - 1) 500 students minimum
 - 2) State should pay at least 1/2 cost of building and operating these colleges
- b. Regional colleges should be organized under general jurisdiction of State Board of Education, with the State Department of Public Instruction and a Community College Commission:
 - 1) State Department coordinates
 - 2) Commission (State Superintendent, presidents of three state colleges and universities, and three presidents of private colleges) provide professional advice concerning establishment of community colleges based upon demonstrated needs in local regions
- c. Should be an Executive Secretary of the Community College Commission whose office would be in State Department of Public Instruction. He should be a staff officer to carry on research and evaluation and serve as liaison between (sic) all groups and authorities concerned with the community colleges. This position should be established at a high level, comparable in professional requirements and salary to a deanship in a major university. (pp. 41-43)

WASHINGTON

A Policy Plan for Community College Education in the State of Washington: Report to
The Superintendent of Instruction (June 1966)

This report was made by Arthur D. Little, Inc., management consultant to the Legislature. Legislation is currently being written to implement the recommendations of this report.

Among the recommendations are the following:

1. Establish an appointed State Board for Community College Education.
2. Establish 20 new college districts in such a manner that every county is included in a district.
3. State to provide 100% of operating and 100% of capital costs, retire outstanding bonded indebtedness of existing districts, and set uniform tuition fees.
4. Each district to be governed by a lay board, elected at large from the district, and having the following duties and responsibilities:
 - a. Operate all existing community colleges and vocational-technical institutes in a district.
 - b. Create a comprehensive community college system within the district.
 - c. Establish new colleges as required with approval of the State Board so that multi-college systems develop in each district.
5. The new State Board and the board-appointed Director of Community College Education would have the following duties and responsibilities:
 - a. Review district budgets.
 - b. Submit a single budget to Legislature for support of community colleges.
 - c. Allocate operating and capital support to districts.
 - d. Prepare master plan for development of community colleges.
 - e. Establish and administer minimum standards in qualifications of personnel, facilities, financial procedures, content of programs, requirements of degrees.
 - f. Establish guidelines for operations which will ensure adequate emphasis on occupational education, effective balance between academic and vocational programs, and encourage innovations in programs and methods.
 - g. Use tuition to award grants to selected colleges for research and development.

APPENDIX B

Colorado F.T.E. Enrollments

Colorado Junior Colleges

	(Actual) <u>1965 - 66</u>	(Estimated) <u>1966 - 67</u>	(Estimated) <u>1967 - 68</u>
Arapahoe Junior College Littleton, Colorado (started Fall 1966)	---	380	700
Colorado Mountain College Glenwood Springs and Leadville, Colorado (starting Fall 1967)	---	---	300
Lamar Junior College Lamar, Colorado	456	434	732
Mesa College District: Mesa College, Grand Junction, Colorado	1,862	2,290	2,370
	---	---	---
Rangely College Rangely, Colorado	---	---	---
Northeastern Junior College Sterling, Colorado	1,422	1,471	1,850
Otero Junior College La Junta, Colorado	510	577	625
Trinidad State Junior College Trinidad, Colorado	976	1,037	1,450
	---	---	---
Totals:	5,226	6,189	8,027

APPENDIX C

Enlargement of Present Junior College Districts

<u>College</u>	<u>District No.</u>	<u>Present District</u>	<u>Proposed District</u>
Northeastern Junior College	1	School Districts Nos. Re-1, Re-3, Re-4 and Re-5 of Logan County	Adams County - District Re-50 Logan County - Districts Nos. Re-1, Re-3, Re-4 and Re-5 Kit Carson County - Districts RE-1-J, Re-2-J, R-1, R-2, R-3, R-4, R-5, and RE-6-J Morgan County - Re-2, Re-3, Re-20 and Re-50 Phillips - Districts Re-1 J and Re-2 J Sedgwick - Districts Re-1 and Re 3 Washington - R-1, R-2, R-3, 101 and R-104 Weld County - District Re-11 Yuma County - R-J-1 and R-J-2

---	2	---	Elbert County - Re4 J, 100 J and 300 El Paso County - Districts Nos. 2, 3, 8, 11, 12, 14, 20, 22, 28, 38, 45, 49, RJ 1, 23 Jt., 39 Jt., 54 Jt. and 60 Jt. Lincoln County - Re 1, Re 13, Re 23 and Re 31 Pueblo County - 54 Jt. Teller County - Re-1 and Re-2 Yuma County - R-J-1

Lamar Junior College and Otero Junior College	3	(Lamar) School Districts Nos. Re-1, Re-2, Re-3 and Re-13 Jt. of Prowers County (Otero) School Districts Nos. R 1, R 2, 3 J, 31 and 33 of Otero County	Baca County - Districts Nos. RE-1, RE-3, RE-4, RE-5 and RE-6 Bent County - Re-1 and Re-2 Cheyenne County - Districts R-1, R-2, R-3. Crowley County - Re-1-J Kiowa County - Re-1 and Re-2 Lincoln County - Re-1-J Otero County - Districts R 1, R 2, 3 J, 31 and 33 Prowers County - Districts Re-1, Re-2, Re-3 and Re-13 Jt.

<u>College</u>	<u>District No.</u>	<u>Present District</u>	<u>Proposed District</u>
Trinidad State Junior College	4	School Districts Nos. 1, 2, 3, 6, 82 and 88 of Las Animas County	Custer County - District C-1 Crowley County - R 4 J Fremont County - Re-1, Re-2 and Re-3 Huerfano County - Districts Re-1 and Re-2 Las Animas County - Districts 1, 2, 3, 6, 82 and 88 Otero County - R 4 J Pueblo County - 60, 70 and R 4 J

Arapahoe Junior College	5	Sheridan School District No. 2 and Littleton School District No. 6 of Arapahoe County	Arapahoe County - Districts Nos. 1, 2, 5, 6 Douglas County - Re 1 Elbert County - C-1, C-2, 200

---	6	---	Alamosa County - Re-11 J and Re-22 J Conejos County - 6 J, RE 1 J and Re 10 Costilla County - R-1 and R-30 Mineral County - District No. 1 Rio Grande County - C-7, C-8 and Re-33 J Saguache County - 2, Re 1 and 26 Jt.

---	7	---	Archuleta County - 50 Jt. Dolores County - Re No. 1 Hinsdale - 50 Jt. La Plata County - 9-R, 11 Jt. and 10 Jt.-R Montezuma County - Re 1, Re-6 and Re 4 A San Juan County - District No. 1 San Miguel County - Dist. No. 18

---	8	---	Delta County - District No. 50(J) Gunnison County - Dist. Re 1 J Hinsdale - Re-1 Mesa County - 50(J) Montrose County - Re-1 J Ouray County - R-1 and R-2 Saguache - Re 1 J San Miguel County - R-1 and R-2 J

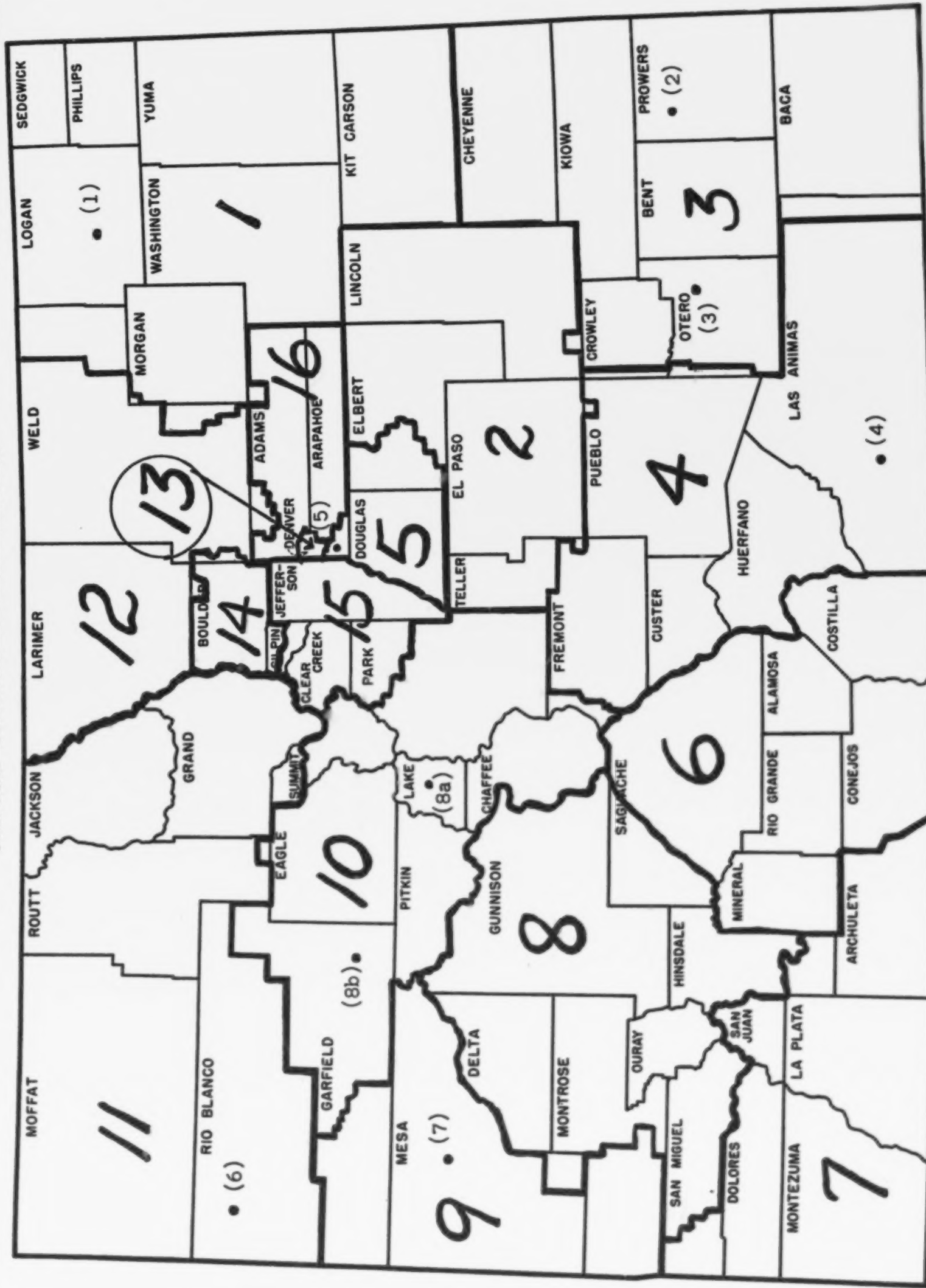
<u>College</u>	<u>District No.</u>	<u>Present District</u>	<u>Proposed District</u>
Mesa College	9	School Districts 50 and 51 of Mesa County; RE-4 of Rio Blanco County; and 49 Jt. of Garfield County	Garfield County - 49 Jt. Mesa County - Districts 50 and 51 Montrose County - District Re-2
Colorado Mountain College	10	School District Re 50 of Eagle, Garfield and Routt Counties; School District R-1 of Lake School District Re 1 of Summit County School District No. 1 of Pitkin County School District No. 16 of Garfield County School District No. Re-1 of Garfield, Eagle and Pitkin Counties School District No. Re-2 of Garfield County	Chaffee County - R-31 and R-32 (J) Eagle County - Re-1 and Re 50 Garfield County - Districts Re-1, Re-2, 16 and Re 50 Lake County - District R-1 Park County - District Re-2 Pitkin County - District No. 1 and Re-1 Routt County - Re 50 Summit County - Re 1
Rangely College	11	---	Grand County - Districts 1 and 2 Jackson County - R-1 Moffat County - Re: No. 1 Rio Blanco County - RE 1, RE-4 Routt County - Districts Re 1, Re 2 and Re 3
---	12	---	Adams County - Districts 27 J and Re-3 Boulder County - Re-2 J Larimer County - R-1, R-3, and R-2 J Morgan County - Re-10 Weld County - Districts Re-1, Re-2, Re-3, Re-4, Re-5 J, 6, Re-7, Re-8, Re-9, Re-10, Re-12 and 27 J
---	13	---	Denver - District No. 1

<u>College</u>	<u>District No.</u>	<u>Present District</u>	<u>Proposed District</u>
---	14	---	Boulder County - Districts Nos. Re 1 J and Re 2, joint with Weld County Gilpin County - Re-1

---	15	---	Clear Creek County - RE-1 Gilpin County - RE-1, joint with Clear Creek Jefferson County - R-1 Park County - District No. 1

---	16	---	Adams County - Districts 12, 1, 14, 50, 28 J, 29 J, 31 J, 32 J and 26 J Arapahoe County - Districts 29 J, 31 J, 32 J and 26 J

PROPOSED COMMUNITY COLLEGE DISTRICTS



Existing Community Colleges

- (1) Northeastern J.C.-Sterling
- (2) Lamar J. C. - Lamar
- (3) Otero J. C. - La Junta
- (4) Trinidad State J.C.-Trinidad
- (5) Arapahoe J.C. - Littleton

- (6) Rangely College - Rangely
- (7) Mesa College - Grand Junction
- (8a) Colorado Mountain College-Leadville
- (8b) Colorado Mountain College-Glenwood Springs

Colorado Department of Education
Division of Education Beyond High School
Denver, Colorado 80203
November, 1966

APPENDIX D

1965-66 Tuition and Fees Charged per Quarter at Colorado Junior Colleges^a (No special fees included)

	<u>Arapahoe</u>	<u>Lamar</u>	<u>Mesa</u>	<u>North- eastern</u>	<u>Otero</u>	<u>Rangely</u>	<u>Trinidad</u>	<u>Proposed for All</u>
In-district:								
Tuition	60.00	50.00	-	-	-	-	30.00	60.00
Fees	<u>5.00</u>	<u>-</u>	<u>65.00</u>	<u>41.00</u>	<u>60.00</u>	<u>65.00</u>	<u>40.00</u>	<u>40.00</u>
Total	65.00	50.00	65.00	41.00	60.00	65.00	70.00	100.00
Colorado out- of-district:								
Tuition	110.00	60.00	40.00	30.00	25.00	20.00	30.00	60.00
Fees	<u>5.00</u>	<u>-</u>	<u>65.00</u>	<u>41.00</u>	<u>60.00</u>	<u>65.00</u>	<u>40.00</u>	<u>40.00</u>
Total	115.00	60.00	105.00	71.00	85.00	85.00	70.00	100.00
Out-of-state:								
Tuition	No	100.00	130.00	100.00	100.00	100.00	150.00	180.00
	policy							
Fees	estab- lished yet	<u>-</u>	<u>65.00</u>	<u>41.00</u>	<u>60.00</u>	<u>65.00</u>	<u>40.00</u>	<u>40.00</u>
Total		100.00	195.00	141.00	160.00	165.00	190.00	220.00

Current Charges to Students^a

Minimum tuitions: In-district - Mesa, Northeastern, Otero, Rangely - None; Colorado out-of-district - Rangely - \$20.00; out-of-state - Northeastern, Otero, Rangely - \$100.00.

Maximum tuitions: In-district - Arapahoe - \$60.00; Colorado out-of-district - Arapahoe - \$110.00; out-of-state - Trinidad - \$150.00

Minimum fees: In-district - Lamar - None; Colorado out-of-district - Lamar - None; out-of-state - Lamar - None.

Maximum fees: In-district - Mesa and Rangely - \$65.00; Colorado out-of-district - Mesa and Rangely - \$65.00; out-of-state - Mesa and Rangely - \$65.00.

Note: Under the proposal, the colleges would all charge the same tuitions; namely, \$60.00 per quarter for all Colorado residents, \$180.00 per quarter for all out-of-state students.

a. Full-time student charges.

APPENDIX E

Operating Expenses^{1/} per F.T.E. Student for Colorado Junior Colleges 1963-64 through 1965-66

<u>College</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Lamar	\$ 677.66	\$ 732.81	\$ 931.86
Mesa Junior College District:	870.67	806.50	750.66
Mesa	-	-	-
Rangely	-	-	-
Northeastern	585.21	544.59	719.90
Otero	1,226.93	1,096.21	1,013.21
Trinidad	626.30	562.09	683.16
All Colleges	\$ 776.49	\$ 714.38	\$ 749.48

^{1/} Excludes any auxiliary enterprises and capital expenditures, and includes debt service.

APPENDIX F

Assessed Valuation and Twelfth Graders Enrolled in Proposed Community College Districts ^{1.}

<u>District</u>	<u>Number of Community Colleges Presently in Pro- posed District</u>	<u>Assessed Valuation^{2.}</u>	<u>Twelfth Graders Enrolled^{3.}</u>
1	1	\$ 245,976,108	1,178
2	-0-	289,929,048	2,757
3	2	142,642,692	965
4	1	262,195,593	2,778
5	1	229,235,800	2,021
6	-0-	70,253,955	650
7	-0-	76,238,441	728
8	-0-	70,608,707	711
9	1	108,491,265	906
10	1 (2 campuses)	130,790,314	675
11	1	127,230,905	391
12	-0-	307,516,290	2,237
13	-0-	1,160,816,450	5,951
14	-0-	197,477,709	1,412
15	-0-	363,695,402	3,000
16	-0-	293,084,104	2,858

1. Existing laws call for minimums of \$60,000,000 assessed valuations and 400 twelfth graders to qualify for establishment of a community college. Proposal calls for respective figures of \$75,000,000 and 600.
2. Figures for the 1965 calendar year (latest available at this writing).
3. Figures for the 1965-1966 school year (latest available at this writing).

APPENDIX G

Indebtedness on Buildings of Present Colorado Junior College Districts December 1, 1966

ARAPAHOE JUNIOR COLLEGE

The Littleton National Bank is holding papers on the relocatable buildings bought by the college. The payment schedule calls for \$18,000 to be paid October 1967, and \$18,000 to be paid October 1968.

COLORADO MOUNTAIN COLLEGE

None.

LAMAR JUNIOR COLLEGE

Revenue bonds totaling \$948,890.32 on dormitory building.

MESA DISTRICT:

Mesa College - General obligation bonds total \$2,803,000, but \$1,362,000 of this is covered by federal bonds owned by district leaving a net of \$1,441,000 outstanding.

Revenue bonds totaling \$2,500,000 on dormitory buildings.

Rangely College - General obligation bonds for buildings owned by Public School District RE-4. The initial cost was \$2,380,000. The present balance is \$1,790,000. The dormitories are being leased at rate of \$2,600 per month under an agreement that they will revert to the college at the end of 25 years from January 1966. Total due as of December 1, 1966 - \$782,600.

NORTHEASTERN JUNIOR COLLEGE

Revenue bonds totaling \$2,675,000 on dormitories.

OTERO JUNIOR COLLEGE

Revenue bond - \$1,460,000.

Library-classroom building is owned by a building authority that leases building to college at annual rental of \$36,000. After 20 years building will revert to Otero Junior College. There are 16 years left. The outstanding bonds amount to \$334,000.

Two land purchase agreements:

Parcel 1 - \$43,000. Payments are \$5,000 per year. Interest is 6% per annum.

Parcel 2 - \$21,000. Payments are \$2,000 per year. Interest is 6% on unpaid balance, payable semi-annually.

Indebtedness on Buildings - continued

TRINIDAD STATE JUNIOR COLLEGE

Revenue bonds totaling \$2,158,000.

There is an urban renewal project of approximately 80 lots which the college is committed to purchase after the lots are cleared and appraised. The clearing is going on now. From past appraisals it is estimated that the cost to the college will be approximately \$80,000.

SUMMARY - ALL COLLEGES

Revenue bonds \$ 9,741,890.32

General obligation bonds 3,231,000.00

Other commitments:

Arapahoe - payments	\$ 36,000.00
Rangely - dormitories	782,600.00
Otero - library by building authority	334,000.00
" - land purchased by private lending agencies	64,000.00
Trinidad - urban renewal land pur- chase agreement	<u>80,000.00(?)</u>

Total: 1,296,600.00

State obligations* - General obligation bonds \$ 3,231,000.00

Other commitments 514,000.00

\$ 3,745,000.00

* State obligation includes all general obligation bonds and "other commitments" except the Rangely College dormitory indebtedness. These latter are not classified as Revenue Bonds, but are still not a State obligation.